



# **Inspection report**

## **British International School Al Khobar**

### **Kingdom of Saudi Arabia**

**Date** 8<sup>th</sup> - 10<sup>th</sup> February 2015  
**Inspection number** 20150208

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	4
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	<b>Standard 1</b> The quality of education provided by the school	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	12
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of pupils	14
7	<b>Standard 3</b> The welfare, health and safety of pupils	15
8	<b>Standard 4</b> The suitability of the proprietor and staff	16
9	<b>Standard 5</b> The premises and accommodation	17
10	<b>Standard 6</b> The provision of information for parents, carers and others	18
11	<b>Standard 7</b> The school's procedures for handling complaints	18
12	<b>Standard 8</b> The quality of provision for boarding	-
13	<b>Standard 9</b> Leadership and management of the school	19

## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 48 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, school Board members, a range of teachers, parents and groups of pupils. Three school days were monitored.

The lead inspector was Colin Dyson. The team members were John Cranfield and Greg Ramsden.

## 2. Compliance with regulatory requirements

British International School, Al Khobar, Saudi Arabia meets all the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

The British International School, Al Khobar, Saudi Arabia (BISAK) is a good school.

Pupils achieve good progress and standards in their learning throughout the school, becoming successful and confident learners. BISAK pupils achieve excellent levels of personal development feeling secure and valued within the friendly, mutually trustful learning environment that prevails throughout the school. They are well supported by excellent pastoral care, and robust welfare, health and safety policies.

The pupils, parents and staff are highly committed to the school. They feel valued and appreciated. The curriculum is broad and enriched by a good range of extra-curricular activities.

The supportive oversight and financial acumen of the school's board has been a key factor in the school's success.

### 3.1 What the school does well

There are many strengths:

- The ethos of the school has encouraged the development of a harmonious learning community that enables all pupils to feel fully valued.
- Staff attitudes are very positive and they report feeling respected and appreciated.
- The school confidently shares its values and communicates these well to all stakeholders.
- Most teaching in the school is of a high quality, which enables pupils to make good progress.
- Pupils are outstanding ambassadors of the school.
- The effective use of data to track individual pupil progress and inform planning.
- External examination results at Key Stage 4 are a strength.
- Parents feel the school is a major, positive influence in the development of their sons' and daughters' academic and personal development.
- Pupil behaviour in nearly all lessons is frequently outstanding.
- Leadership across the school is highly effective and middle leaders are having a positive impact on achievements.
- The Board ensures the school is supported and guided in its strategic development.

### 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Improve the IT provision across the school, in order to meet the needs of living and working in the 21<sup>st</sup> Century.
- Review the present arrangements for supporting the most able pupils to ensure provision is exciting, motivating and challenging.
- The Board and senior leaders should ensure that the strengths of BISAK are recognised, celebrated and fully imbedded as the foundations for the new school.

## 4. The context of the school

The British International School of Al Khobar (BISAK) is a not for profit 'British Community School' in the Al Khobar, Dammam area of the Eastern Province of Saudi Arabia.

The school opened in 1977 offering the English National Curriculum, modified to meet the requirements of the Saudi Arabian Ministry of Education. The school moved to its present site in 1998.

On entry to the school, all parents sign an understanding that their children will be pursuing their education in a co-educational British International school which does not cater for any particular religious group and has a curriculum that includes music, art, drama and personal, social and health education (PSHE).

The pupils follow the English Early Years Foundation Stage (EYFS) on entry to the school. In Key Stages 1 and 2, the English National Curriculum is supplemented by key elements and philosophy of the International Primary Curriculum (IPC). At Key Stages 3 and 4 pupils follow a curriculum adapted for Saudi Arabian Ministry requirements, that enables them to undertake a range of GCSE and iGCSE courses. At post-16, AS and A2 examination subjects are followed.

Currently, the school has 800 pupils on role which is the limit for the present campus. Approximately 22% of pupils are British passports holders, 15% are Pakistani and 14% Egyptian. Pupils of over 40 other nationalities make up the pupil body. To meet the demand for a British style education the school has advanced plans for a new campus which will accommodate up to 1200 pupils and will open in 2017.

## 4.1 British nature of the school

The British nature of the school is good.

The ethos, nature and appearance of the school are recognisably British, and mirror what would be found in the independent sector in the UK. The school is organised according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

The school uses the National Curriculum (NC) of England which ensures that pupils can join/re-join the UK education system without disadvantage, at any stage. The curriculum has excellent breadth offering English, mathematics and science from the NC and the International Primary Curriculum (IPC) topics for history and geography. Specialist teachers deliver ICT, modern foreign languages, music and PE.

- The vast majority of teaching staff are British qualified. They use their expertise to implement curriculum development and change in line with best UK practice.
- The school is organised according to the pastoral structures used in English schools. The school house system is successfully implemented: pupils take a very keen interest, through assemblies, sporting activities and house competitions.
- UK practice is evident in approaches to performance management, staff target setting and annual review meetings.
- All communications from the school to families and pupils are provided in English, as are all school publications, reports and letters and the website.
- The importance given to extra-curricular provision including clubs and school trips, in line with British best practice.
- Texts, materials, educational equipment and software are UK-sourced.
- Classroom management, displays of work, three term year and age-related year groups contribute to giving a British feel to the school.
- Parents are supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the British style of education.

## 5. Standard 1

### The quality of education provided by the school

#### 5.1 Curriculum

The curriculum in the Early Years is underpinned by the Foundation profile and embraces the EYFS Framework from the UK. Teachers show a thorough understanding of the criteria for effective learning and design the curriculum accordingly.

They plan with a good understanding of age-appropriate expectations of achievement in lessons. Pupils know they are expected to listen, work hard and complete the tasks set. Teachers recognise and value their efforts, through positive comments and feedback. Most pupils make good progress in each lesson and over time.

Curriculum areas are linked together so pupils use and apply skills learned. Effective questioning from both teacher and teacher assistants encourage pupils to apply intellectual, physical and/or creative efforts to think and learn for themselves.

A particular focus on the development of pupils' linguistic ability is evident in the vast majority of lessons observed. To meet the needs of significant numbers of pupils who are not first language English speakers the classrooms provide rich language environments and displays in shared areas further enhance this. Teachers are developing their planning to ensure that tasks set are appropriate to age and aptitude, and that there is increasingly suitable differentiation.

In Key Stages 1 and 2, the NC is combined with the IPC. Specialist teachers are used to deliver ICT, music and PE. This enhances the curriculum delivery. The pupils spoken to during the visit enjoyed their lessons and suggested that the teachers make learning fun.

Primary timetables and planning demonstrate that a broad and balanced curriculum is being delivered. Displays throughout the school reflect the quality and breadth of the curriculum and the high levels of pupil achievements.

The curriculum is enriched by visits in and around the local community. Expertise from the parent community is utilised by providing the pupils with guest speakers. Parent volunteers are encouraged to be a part of the school and this is also identified as an area for development.

Appropriate intervention programmes and targeted provision from the learning support department help meet the needs of those pupils identified as needing additional support. The majority of primary classes have a dedicated teaching assistant, who in the majority of lessons, enables lower ability pupils to access the



curriculum. Through the self-evaluation process, the school has identified its intervention procedures as an area for development.

The school offers an extracurricular programme for all primary pupils. The programme has a range of activities that are both creative and sporting. Pupils reported that they enjoyed the activities but would like to have more of them.

Within Key Stage 3, pupils continue to experience a broad and balanced curriculum, enabling them to further develop their skills in speaking, listening, literacy and numeracy. In addition to the core subjects of English, mathematics and science, pupils follow courses of study in art and design, computing design and technology, drama, geography, history, modern foreign languages, music and physical education. The syllabuses in history and geography in particular, reflect the international character of the pupils. Throughout the key stage, opportunities are planned to ensure all pupils experience linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Pupils identified as having learning difficulties have their needs met through a combination of curriculum modification and additional support.

The school offers a wide range of iGCSE and GCSE courses including new subjects such as business studies, and sociology. English, mathematics and physical education are compulsory. The mathematics department now provides a fast track iGCSE, starting in year 9, and a further mathematics 'A' level at the end of Key Stage 5.

At Key Stage 5, the school offers a range of courses at AS and A level that mirrors many of the subjects on offer at Key Stage 4. The curriculum fully prepares pupils for UK examinations. Across all key stages in the secondary school the curriculum is enhanced by a planned PSHE programme and the opportunity to participate in a range of after-school activities. Key Stage 5 tutors ensure pupils are well equipped for life beyond school.

A range of trips and visits locally and internationally enhance the curriculum, for example a recent Model United Nations (MUN) meeting held in Singapore. BISAK was the only representative school from the Middle East and the ten pupils involved were unanimous in the value of attending such an event. Despite feeling over whelmed by the challenge and the limited time to prepare, two pupils received special mentions for their input to the event. The impact of the experience clearly had a positive effect and all pupils felt that MUN was something that they wanted to continue to be a part of in their short- and long-term future plans.

## 5.2 Teaching and assessment

The quality of teaching and learning is good, with some outstanding features.

Teaching and learning in the EYFS are good and no unsatisfactory lessons were observed. There is a good balance of adult directed and child initiated activities and the three adults per class (teacher and two classroom assistants) work well together. They ensure there is always supervision outside and that appropriate attention is given to small teaching groups. Teaching assistants are not available at the end of the school day to share planning and assessment evidence with class teachers. This is seen as a major barrier to providing more effective support for learning in the classroom.

Relationships are very good and pupils take their activities seriously. They are developing the dispositions which enable them to be more focused for longer periods of time. In Foundation Stage, all classes are suitably resourced and equipped with age appropriate furniture, arranged to make resources accessible to all pupils and facilitate independent learning. Outside learning areas are less well developed and do not always provide a stimulating learning opportunity.

In most lessons pupils were engaged through a range of questioning, problem solving and the opportunity to work independently. Teachers track individual pupils' progress through documenting the outcomes using a digital camera and observations. Teaching was enhanced by a range of suitable topics; a book focus on "Going on a Bear Hunt" was used effectively to support learning, as well as providing a good range of cross-curricula learning opportunities to broaden and deepen pupils' learning experiences. In the best lessons, clear learning objectives were shared with the pupils and the teacher's prior knowledge of pupils attainment was used to good effect providing targeted support. Nearly all pupils in the EYFS engage with their learning and make progress in their lessons.

Behaviour in nearly all lessons in the Early Years Department was good with only some minor disruptions. Misdemeanours were dealt with effectively by teachers and support staff alike. Teachers, assistants and pupils enjoy good relationships.

Teachers in the Early Years Foundation Stage have detailed records of pupils' achievements against the Early Years Learning Goals, through Foundation Stage Profiles, Learning Journals and anecdotal records. The use of assessment tools such as 'Aspect' ensures each child's progress is monitored. The school is reviewing the effectiveness of the present tracking and monitoring systems to better support transition across the Key Stages. Assessment and observational data are used to inform parents of their child's progress regularly throughout the year.

The standard of teaching in primary is good. No unsatisfactory lessons were observed. The behaviour of the pupils was outstanding. Relationships between pupils and teachers were very good.

Teachers' subject knowledge is good and is reflected in the confident delivery of lessons. In many Key Stage 2 lessons, there was little evidence of planning for differentiation other than by outcome. Whilst the learning outcomes were frequently achieved, the level of challenge for groups of pupils did not always meet their needs.

In the outstanding lessons, the teacher used targeted questions specific to each pupil. This provided each pupil with a clear understanding of how to improve. In a Year 5 lesson on persuasive writing, the quality of teacher feedback resulted in a high level of dialogue and encouraged pupils to extend their thinking and make good progress. Teaching that was satisfactory, provided limited opportunities for independent learning.

Most teachers plan high quality learning experiences that are both engaging and memorable. In Year 2, pupils enjoyed making jam sandwiches as part of their investigation into fractions. This highly practical activity helped develop their understanding in a meaningful context.

The school has invested significantly in recruiting teaching assistants to support learning in the primary school. In lessons where teaching assistants were given clear direction and responsibility for supporting learning, they had a highly positive impact on pupils' progress. This however was not always the case. Through the SEF, the school has identified training for TAs as an area for future development.

Teachers give regular and detailed feedback through marking in the pupils' books. Target cards are used effectively to support pupils' learning.

Whilst the level of resourcing is generally good in classrooms, the provision for ICT is not adequate to meet the needs of the pupils.

Overall the quality of teaching and learning across the secondary school was good or better. No unsatisfactory lessons were observed. Lessons were generally planned well. Nearly all teachers showed a good understanding of the aptitudes, cultural background, needs (including the needs of EAL learners) and prior attainments of the pupils. They ensured these were taken into account in the planning of lessons. They also demonstrated appropriate knowledge and understanding of the subject matter. Teachers encouraged pupils to behave responsibly.

In a particularly effective Year 11 English lesson, pair work and group work were used to good effect in supporting and extending pupils' understanding of the theme of 'love' in poems. The ensuing discussions and follow up work enabled pupils to demonstrate high order thinking skills as well as providing opportunities to work and learn collaboratively. In the best lessons, teaching encouraged pupils to apply intellectual, physical or creative efforts and take on increased responsibility for their learning. In less effective lessons, learning was essentially passive with an over-reliance on a limited number of resources and teaching styles. Plenaries, to assess pupils' understanding, were the exception rather than the rule, even when referenced

on the lesson plan. Differentiation was almost entirely by output. There was little evidence of specific planning and resourcing to better meet the needs of the most able. Pupils were capable independent learners, when given the opportunity.

Exercise books are regularly marked with comments and targets set for improvement. Pupils are encouraged to self-assess their work against criteria descriptors. Key pieces of work are assessed each term against National Curriculum levels or grades. When questioned, pupils were aware of their current and target level / grade and what they needed to do to improve.

Effective monitoring throughout the year provides a range of assessment data enabling cohorts and individuals to be tracked. The data is used effectively, particularly in the secondary school, to inform planning, set challenging targets and implement intervention strategies. Key Stage co-ordinators in the primary school and subject leaders in the secondary school are tasked with analysing the data for their pupils to further raise standards and hold teachers to account. SEN pupils are effectively monitored by the newly appointed SENCO. The school has recently introduced CAT 4 testing for pupils in years 4 to 6 to provide a fuller picture of individual pupil abilities. The results are beginning to be used to better target support, and more closely align teaching and learning styles.

The school has a wealth of data to evidence value added accurately. This data is not yet converted into a more usable graphical format, uniformly applied across all the key stages, which hinders analysis and clarity for staff.

The styles of teaching, learning and assessment, equips pupils with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level.

## 5.3 Standards achieved by pupils

Overall standards achieved by pupils are good.

All pupils are tested on entry to EYFS to ensure a minimum standard of functional English. Nearly all pupils make good or better progress during their first two years, particularly language acquisition. Detailed records ensure that pupils are monitored and supported as appropriate.

Pupils continue to make progress across Key Stage 1, working towards UK averages. At the end of Key Stage 2, with the exception of writing, most pupils are working above UK expectations. School data indicates that of the pupils presently in Year 6, who were in the school in Year 4, over 70% are performing above age related expectations in the core subjects.

At the end of Key Stage 3, attainment in English, mathematics and science are above UK expectations. For example the number of pupils attaining level 5 or above in English (91%), mathematics (100%) and science (87%) compare to UK figures of 86%, 84% and 85% respectively.

Attainment data for Key Stage 4 indicates that the school outperforms UK national averages. For example 83% of pupils gained 5 A\*-C grades, including English and mathematics, compared to the UK figure of 62%. The school does not yet enhance expectations of pupil outcomes by using comparative data from a range of high performing international and independent schools.

Pupils across the key stages record their progress towards their expected level/grade for every subject in their planner. Pupils interviewed acknowledged the usefulness of the planners in helping them to take more responsibility for their own learning.

Progress is maintained throughout Key Stage 5. At AS level 82% of pupils achieved grades A-C in mathematics compared to 67% in the UK. The figures for English are in line with UK expectations, 89% in both cases. In all 3 sciences, BISA pupils out-perform UK pupils in the percentage of A-C grades. At A-level the percentages of pupils gaining A-C grades in mathematics (60%) and English (100%) compare to UK percentages of 81 and 79 respectively. However, the small numbers of pupils in the upper sixth make valid comparisons unreliable.

Behaviour is very good in classrooms and around the school. Pupils co-operate well with each other, their teachers and other adults in the school. In general, minor misdemeanours are dealt with effectively and appropriately. Classroom observations confirmed an enthusiasm and eagerness to learn. Nearly all are positive and highly motivated. They have a well-developed sense of social responsibility and belonging. The pupils are kind, considerate and thoughtful towards each other, and respectful to adults. Pupils are articulate and confident when speaking to visitors about their school.

By the time they leave school, pupils have the personal and social skills needed to move successfully to the next stage of their lives.

Attendance throughout the school is very good. The attendance on the two inspection days were 93.6% and 94.6% respectively. Punctuality to school and lessons is very good. Robust procedures are in place to monitor attendance and punctuality and ensure they remain high.

## 6. *Standard 2*

### The spiritual, moral, social and cultural development of pupils

The quality of pupils' personal awareness and their spiritual, moral, social and cultural development is good, with strong features.

During their time at the school, pupils develop self-awareness and a greater understanding of others. The pupils have a strong moral awareness and, from an early age, show clear understanding of right and wrong, and the need for rules. Their awareness of the needs of others is promoted through many charitable activities, including fund raising for people across the world less fortunate than themselves.

Pupils are tolerant and supportive of one another, and enjoy the regular celebration of individuals' success. Class assemblies provide a good opportunity to share and celebrate achievements with the wider communities. Older pupils actively help younger ones through their roles of responsibility, and the importance of good behaviour is well appreciated. Personal development is significantly advanced through house competitions, productions and concerts, educational visits and visiting speakers.

Through the personal, social, and health education programme, and the application of the eight personal goals of the International Primary Curriculum, pupils explore moral and ethical issues. They are perceptive in their reflection on the needs and differences of others.

Pupils' social development is good. The strong sense of community in the school fosters a sense of belonging, where pupils are expected to behave responsibly. Pupils appreciate the needs of others and ensure the school is an inclusive, harmonious learning environment. They are courteous and considerate, both around the school and in lessons and this is clearly evidenced by their positive attitudes, good behaviour and the respect they demonstrate towards each other.

Cultural awareness is excellent. Pupils learn about their own and other cultures through the broad curriculum provision. Topics of study and assemblies celebrate the rich diversity within the school. The pupils value and respect the qualities of each other as individuals and contribute to a harmonious international family.

## 7. Standard 3

### The welfare, health and safety of the pupils

The care given to the welfare, health and safety of the pupils is a strength.

The school, through its wide range of policies and procedures ensures its staff are aware of their responsibilities for all issues regarding first aid and fire safety. The school has an effective 'Behaviour for Learning Policy' which promotes a feeling of safety and security across the school.

There is a fulltime school nurse on site and parents at the meeting wanted it recorded that the level of care she provides is outstanding. One parent described her as being like a mother to all of the pupils. Over 40 members of staff are also trained to administer first aid on and off the school site.

Pupils feel safe in school. They report that members of staff deal well with any instances of bad behaviour and that the 'Think Sheet' and detention are effective sanctions. Parents stated that the high standard of behaviour is a strength of the school.

Pupils commented positively on the care and support they receive. The induction of new pupils was reported as a strength. All pupils and staff demonstrate respect for each other and a sense of pride in their school.

Movement around the school is good. The school recognises that the arrangements for collecting pupils at the end of the day are a potential hazard. There is therefore a careful system in place and appropriate levels of staff supervision to manage the risk of potential injury or accident.



## 8. *Standard 4* The suitability of the proprietor and staff

The quality of governance is good.

The Board plans well for the school's strategic development and oversee its financial management. It ensures a good level of investment in the development of the building, facilities and resources in support of agreed priorities. The Board has taken a full role in the planning and preparation of a strategic plan to support the intended development of a new campus in 2017.

Frequent briefings by the school's leadership help to ensure that all governors have a clear insight into the working of the school throughout all key stages. Through creating working groups, governors are encouraged to focus on key aspects of the school's work. This practice should be encouraged to ensure board members have an in-depth knowledge of the key areas of the school.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Governors ensure the school reviews the policies and procedures for the safeguarding of pupils and their welfare, health and safety, including safe recruitment, and require the principal to ensure their effective implementation.

## 9. *Standard 5* The premises and accommodation

The accommodation is satisfactory, and resources are good.

The school recognises that the premises and facilities are adequate, however they ensure that all facilities are used as effectively as possible to enhance learning opportunities. The school makes good use of the facilities and has plans in place for the development of a new campus over the next two years.

The school provides a stimulating learning environment with much celebratory display of pupils' work in classrooms and public areas.

The school has designated classrooms for EYFS, primary, secondary and post-16 pupils. In addition to this, specialist rooms include music, ICT, design and technology, a library and art. In secondary, there are rooms for art, design and technology, music, ICT, drama, a library and three science laboratories. There is also a common room for post-16 pupils. Outside space is at a premium: the largest playground has also to be used at the end of the day as a temporary bus/car park. The school benefits from the use of the community's swimming pool, a short walking distance away.

The library provision is good with a full time librarian and two library assistants. All classes have a timetabled library session.

The school leases the premises and as tenants any requests for maintenance need to be approved. The school business manager is responsible for ensuring that all issues relating to the maintenance or health and safety are reported and actioned. Site inspections are carried out daily by the business manager; staff are responsible for reporting any issues to her.

Cleaners, drivers and security are contracted out. The cleanliness and security of the school is outstanding.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is good.

Parents stated that home-school communication was a strength. They know to whom to refer any concerns. Regular informative written reports and consultation meetings with teachers keep parents well informed about their child's progress, level of attainment and attitudes to learning. Parents felt that email had significantly improved the efficiency of communication between home and school. Home/school communication books are used effectively by teachers, pupils and parents.

The school has a comprehensive Parent/Pupil Handbook which is updated annually. The school website provides a range of information for new and existing parents. The blog facility on the website was identified by parents as a strength.

Written reports to parents are provided twice a year for primary and three times a year for secondary. Parent/teacher conferences take place twice a year. In addition to this a meeting is held at the start of each academic year to hear from the schools governors, principal and meet the new class teacher.

The school produces an annual yearbook that is provided to each family.

## 11. Standard 7

### The school's procedure for handling complaints

The school has a clear policy and procedures are in place to address complaints, which reflect good practice from the UK.

Parents are informed of the process through the website and the prospectus. This information is updated, as required. Appropriate written records of any complaints are maintained and confidentiality assured.

The handling of complaints mirrors the management structure of the school. The class or subject teacher is consulted first, but if an issue is not resolved, it can be raised with the subject, year and senior leaders. All parents have easy access to class teachers and senior leaders at the start and end of the school day. The board has established systems to support the complaints procedure if required, by providing impartial guidance and resolution. In discussion with inspectors, parents stated they felt confident about raising concerns, and any issues were effectively and efficiently dealt with.

## 12. Standard 8

### The quality of provision for boarding

Not applicable.

## 13. Standard 9

### Leadership and management of the school

The effectiveness of leadership and management by the board, principal, senior managers and others with delegated responsibilities is good.

The board and principal provide clear educational direction, reflected in the quality of education, the care taken of pupils, and the obvious fulfilment of the school's planned ethos. There are positive relationships between all those working in the school. Non-teaching staff make a valuable contribution to the effectiveness and smooth running of the school

The school runs well on a day-to-day basis. The principal is held in high regard by both parents and pupils. He is supported by an effective management team comprising the head teachers, deputy heads, co-ordinators and middle leaders.

Management at all levels is successful in identifying appropriate priorities for improvement and strategies to meet those priorities. The level of self-evaluation is a strength and all staff feel they are involved and contribute to the development of the school. The decision to involve parents and pupils in the self-evaluation process demonstrated the fully inclusive nature of the school and this is leading to a positive feeling of whole school development. Through this effective delegation, staff feel a strong sense of accountability and willingly contribute to the continual development of the school.

Regular meetings with coordinators and heads of department enable efficient and effective communication as well as an opportunity for dialogue. Senior and middle managers aim to ensure that teaching staff have up-to-date knowledge of latest curriculum developments. A good range of whole school policies are in place: the leadership team has put in place a structure to ensure middle leaders monitor standards and outcomes, in their areas of responsibility. Middle leaders are effective 'drivers' for change and development despite a perceived lack of time to undertake all the initiatives they would like.

The monitoring role of the board and the senior leadership team is effective. Professional development reviews are identifying individual and team strengths. These are not yet disseminated effectively through professional development or on-going support, which means opportunities to ensure the best practice identified becomes the norm, are missed.